Downtown Doral Charter Elementary School

2015-16 School Improvement Plan

Downtown Doral Charter Elementary School

8390 NW 53RD ST, Doral, FL 33166

[no web address on file]

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	No	26%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	Yes	92%

School Grades History

Year

Grade

School Board Approval

This plan is pending approval by the Dade County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at https://www.floridaCIMS.org.

Table of Contents

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school's Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., "SMART goals") for the coming school year in context of the school's greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
    - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
    - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
    - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
    - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	Gayle Sitter

Former F		Turnaround Status
No		

Page 7

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Downtown Doral Charter Elementary School's mission is to provide our students with a comprehensive dual curriculum and bicultural/bilingual education through language acquisition and innovative programs, facilitated by a highly qualified staff promoting students' academic excellence creating future world leaders.

Provide the school's vision statement

The vision of Downtown Doral Charter Elementary School is Innovative Leaders Nurturing Passionate Global Leaders.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Downtown Doral Charter Elementary School is a neighborhood school educating 378 students in grades kindergarten through third grade. Class size ratio is 18 students per 1 teacher. Additionally, there are numerous staff members: art, music, P.E., interventionists, and support staff involved in daily interactions with the students. The small scale of the school makes it ideal to form relationships between teachers and students.
To promote the relationship building, DDCES begins the school year hosting a Meet and Greet event. At this event, students come to school prior to the first day of class and meet their teacher, learn the organization of their classroom, and meet their new classmates. At the Meet and Greet, teachers conduct interest inventories and student needs surveys to get to know their new students.
Teachers learn about the children's cultures by engaging in geographical projects where the students bring in artifacts from their native countries. Honoring the students' cultures is an integral part of Downtown Doral Charter Elementary School. School wide events such as Hispanic Heritage and Brazilian Heritage promote an awareness of cultures. At these events, food, music, and heritage are celebrated as a point of pride between the students and their teachers.

Describe how the school creates an environment where students feel safe and respected before, during and after school

Downtown Doral Charter Elementary School strives to create an environment where students feel safe and respected throughout the school day. The hallways are equipped with security cameras. There is a security guard patrolling the hallways throughout the school day, and there is a camera with a doorbell installed at the front of the building. All visitors wanting to enter the building can only be allowed in through the use of the doorbell and electric door.
Before school, faculty and staff are stationed throughout the school for close supervision of students. Most of the students gather in the school dining room to eat breakfast and converse. Soft music is played to create a calming atmosphere. For students whose parents must drop them off before the school day begins, we have a before care program where students play with developmentally, intellectually, and enriching games and toys. During the school day, there is a school counselor available to confer with students when situations arise.
Downtown Doral Charter Elementary School is a bully free zone. The School has adopted the core values and examples of Model Student Behavior identified in the Code of Student Conduct. These are integrated into all lessons to encourage problem solving and kindness towards their classmates.

Students are expected to show respect for themselves, for other students, and for their teachers. Each room has a climate in which optimal learning can take place. Students are expected to behave in ways that are acceptable to classmates and conducive to learning. Teachers, parents, and students foster a mutual respect for one another. Teachers never use corporal punishment or offensive language toward a student.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Teachers , alongside our school's counselor and administrators, focus on helping students demonstrate and embody Downtown Doral's core values. Prior to the start of the school year, teachers received extensive training in classroom management with a focus on maintaining sensitivity to diverse cultures.

Staff members recognize and reward exemplary behavior through the use of certificates, stickers, Positive Parent Posts (letters), and school wide announcements. The behavior management is based on the Miami –Dade County Public Schools Response to Interventon for Behavior (RtIB), which is part of a Multi Tiered System of Supports (MTSS). This is a school-wide model that uses evidence-based, problem solving approach to improve the educational outcome for all students. RtIB/MTSS provides a continuum of tiered interventions with increasing levels of intensity and duration that aims to prevent inappropriate behavior by means of teaching and reinforcing appropriate behavior. Misbehavior on the part of students can be generally corrected when the home and school work together. However, the protocol is established for more severe instances. There are five levels of behaviors and appropriate corrective strategies for the infractions. The first level, Level I, addresses Disruptive Behaviors and Plan I; Level II addresses Seriously Disruptive Behaviors and Plan II; Level III addresses Offensive/ Harmful Behaviors and Plan III; Level IV addresses Dangerous or Violent Behaviors and Plan IV; Level V addresses Most Serious, Dangerous or Violent Behaviors and Plan V. The levels provide examples of student behaviors within each level and the plan to be followed by the administration to correct this behavior. This system allows for consistency in behavior management and provides students with a clear understanding of the consequences of their actions.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

The school ensures the socio-emotional needs of all students in various ways. Our school counselor conducts small and large group sessions dealing with topics such as friendships, families, and bullying. Downtown Doral Charter Elementary School has a school psychologist to assist in the social-emotional needs of students and to serve as an expert in determining the best way to help the students.The dean of discipline regularly meets with students who are in need of counseling as well as for regular classroom visitations. When problems arise between students, techniques such as conflict mediation or resolution are employed. Finally, all staff members serve as a mentor for all children. The small size of the school allows students to have a face and not be a number; it facilitates the relationship in which all children can identify with an adult in the building who they know and trust.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

Provide the following data related to the school's early warning system

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level 2	Total
Attendance below 90 percent	2	2
One or more suspensions	0	
Course failure in ELA or Math	5	5
Level 1 on statewide assessment	4	4

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level 2	Total
Students exhibiting two or more indicators	5	5

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

Our teachers and administrators employ many intervention strategies to improve the academic performance of students identified by the early warning system. When students are absent, a phone call is made through the Connect-Ed to notify the parent of the absence. Strict policies regarding excused absences are enforced. Teachers and administrators call home as soon as a pattern becomes evident to reinforce the importance of attendance .

Not later than midway between marking periods, an interim report issent to the parents of all students identifying any of the following: failing, a drop of two or more grades, unacceptable behavior and excessive absences. Ongoing communication occur through weekly reports (as needed), report cards, parent/student conferences, and other forms of written and oral communication. Additionally, interim reports and Report Cards are signed by the parent and expected to be returned to the teacher. Conferences are a highly effective way to keep parents apprised of their child's progress in all grade levels.

During weekly grade level meetings, the teachers meet to share and discuss data. Strategies are suggested among the grade level teachers as a means of providing expertise to ultimately help the student succeed.

For students who continue to exhibit the early warning indicators, a Response to Intervention (RtI) process, wherein interventions will be front loaded in the general education classroom as a first step allowing student to receive support and have an opportunity to learn. However,fluid intervention groups are place to provide smaller group assistance. Assessment and instruction are linked to informing teachers on how to best reach their students. The goal is to minimize the risk for long-term negative learning outcomes by responding quickly and efficiently to documented learning or behavioral problems and ensuring appropriate identification of students with disabilities.
.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

No

PIP Link

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

Description

In addition to the PTO, Downtown Doral Charter Elementary School has active parental involvement in the Spanish International Parent Association (SIPA), the Portuguese International Parent Association (PIPA) and Room Parent Associations. DDCES also:
-Organizes an annual Volunteer Orientation Meeting offered during the first month of school followed by quarterly Parent Outreach Sessions at varying times.
-Uses ConnectEd to communicate activities.
-Communicates electronically through weekly publication of "Go Green Communicator" including upcoming events, activities, and deadlines.
-Teachers communicate with parents regularly via class websites, online behavioral programs, and email.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Downtown Doral Charter Elementary is fortunate to be surrounded by a community that supports the school and encourages student achievement. The school has a partnership with the City of Doral Police Department. A police officer is assigned to the school and makes regular visits as well as helps with traffic control during arrival and dismissal times. American Pediatric Dental Group is actively involved in supporting the school. They have provided breakfast for the staff members. Furthermore, they have been instrumental in helping the school have a quick dismissal process by giving all families a rear view mirror hanging tag to display in the afternoons.
Student achievement has also been enhanced by the community. High school students provide after school homework help for students in their core subjects as well as Spanish and Portuguese. Local restaurants are providing families with free meals for good grades. The entire Portuguese curriculum was donated by a patron in the community.
These partnerships are maintained through sustained communication and gratitude. The partners are also invited to be a part of the school advisory council and are invited to participate in school events.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership:

Name	Title
Acevedo-Isenberg, Jeannette	Principal
Aguila, Joyce	Instructional Coach
Barroso, Susana	Teacher, K-12
Posada, Yvette	Teacher, K-12
Silva, Adriane	Teacher, K-12
Campos, Virginia	Teacher, PreK
Morcos, Maria	Teacher, K-12
Yano, Erika	Teacher, K-12

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

Jeannette Acevedo-Isenberg, Principal: Provides a common vision and plan for the use of data-driven decision making, and strategic planning. The principal provides professional development and resources to support the dual language program and instructional programs.

Joyce Aguila, Lead Teacher: Facilitates the effective implementation of the goals and objectives delineated by the principal. She ensures that the instructional programs are monitored and modified with efficacy while providing support for the total instructional ad non-instructional staff.

Adriane Silva, Portuguese Lead: Provides guidance and expertise in the delivery of the Portuguese language program and language standards.

Grade Level Chairs: Participate in curriculum planning for core instruction; plan and collaborate with administration in identifying Tier 1, Tier 2, and Tier 3 students and monitoring progress.

Ileana Monteagudo, SPED Teacher: Collaborates with RtI team in making data-driven decisions, supports the development and implementation of RtI, and works with students in the collaborative model.

Ana Castellanos-Brand, Speech Pathologist: Assists in the selection of screening measures, identifies systematic patterns of student need with respect to language skills.

Maria Rivas, Psychologist: Participates in collection, interpretation, and analysis of data; facilitates development of intervention plan,and provides technical assistance for problem solving activities including data collection, data analysis, intervention planning, and program evaluation.

Additional support:

Cora Nusbaum, Interventionist: Collaborates with classroom teachers and lead teacher in identifying and providing instructional interventions for Tier 2 and Tier 3 students.

Beatriz Pereira, ESOL Specialist: Collaborates with classroom teacher and lead teacher in providing instruction and offering assistance for all ESOL students.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The Leadership Team meets monthly to develop an RtI schedule, review data, and monitor student progress in order to identify students meeting or exceeding expectations and/or students at moderate to high risk, identifying Tier 1, 2, and 3 students, and to determine professional development needs, appropriate materials and resources. The team also collaborates regularly to review research-based literature and programs and share best practices.

The Leadership Team will analyze progress-monitoring data on a quarterly basis. As student data is collected and analyzed, the data will be used to identify specific areas in which teachers can benefit from additional professional development opportunities. Assessment data will indicate areas where improvement is needed in instructional methods, practices and interventions, thereby allowing for targeted professional development (including site-based modeling and coaching).

The school will compile progress-monitoring data on a quarterly basis and will disaggregate the results. Classroom instruction will be designed to address the deficiencies shown by data analysis and progress monitoring will be used to measure effectiveness of the instruction. This continuous progress monitoring will help to identify gaps in achievement. At the end of the year, decisions as to efficacy of instructional programs will be based on student data.

The inventory of resources is maintained on spreadsheets specifying the amount located in each classroom.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Jeannette Acevedo-Isenberg	Principal
Joyce Aguila	Teacher
Adriane Silva	Teacher
Maria Morcos	Teacher
Kimberly Ortiz	Teacher
Virginia Campos	Teacher
Ana Pulido	Parent
Taly Kogon	Parent
Belinda Leon	Parent
Karolina Moreno	Parent
Liz Torres	Parent
Pietra Diwan	Business/Community
Adriana Sabina	Business/Community
	Student

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

Downtown Doral Charter is a new school. Therefore, there was not a school improvement plan for last school year.

Development of this school improvement plan

Our School Advisory Council will assist Downtown Doral Charter Elementary School's SIP writing team with implementing the state system of school improvement and accountability, as well as collaborating in the preparation and evaluation of the school improvement plan, and assisting in the preparation of the school's annual budget. Moreover, EESAC will ensure that all expenditures are in line with the School Improvement Plan, such as: assist with the purchase of instructional supplies, library books, and textbooks; and the use of hourly personnel for intervention and enrichment.

Preparation of the school's annual budget and plan

Our School Advisory Committee will use SAC funds to support initiatives that improve student achievement in all academic areas. The SAC committee will use data from i-Ready and Stanford Achievement Test to make recommendations on school initiatives that are aligned to the SIP and within our budget.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

N/A

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC
Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership:

Name	Title
Acevedo-Isenberg, Jeannette	Principal
Aguila, Joyce	Teacher, K-12
Barroso, Susana	Teacher, K-12
Campos, Virginia	Teacher, K-12
Posada, Yvette	Teacher, K-12
Yano, Erika	Teacher, K-12
Silva, Adriane	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

Downtown Doral Charter Elementary School will enhance its global curriculum as it is implemented across all grade levels and departments with the goal of preparing all students to be well-educated, productive, and internationally minded citizens. The school will use innovative learning methods that are incorporated into the dual curriculum framework. Differentiated instruction and Inquiry based learning are used to connect the knowledge learned in the two separate curriculums and expand the students internalization of the content and cultures studied. Learning will be enhanced through the following:
- Writing resources and professional development will be implemented school wide in grades PK-3 and throughout the dual language programs in an effort to further develop students' writing skills.
-Literacy is promoted through the use technology. Students in grades 2 and 3 have their own laptops to read on-line materials such as MyOn and the Reading Wonders series.
-Opportunities for parents to read in English, Spanish, and Portuguese are promoted year round.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Downtown Doral Charter Elementary provides all faculty members time to plan with grade level and/or departments. Common planning time ensures that teachers are working collaboratively toward common goals and planning in-depth, rigorous units of study. In addition, our school schedules monthly meetings where grade level chairpersons and administrators come together as a vertical planning team.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

Downtown Doral Charter Elementary has an extensive process to pursue highly qualified applications for interview procedures. All local universities were contacted and multiple job fairs were attended in order to seek out the most highly qualified individuals. In selecting the staff for the inaugural year, more than 1,000 resumes were received. More than 200 potential applicants were interviewed by a team of current and retired administrators, teachers, and counselors.
Informal and formal assessments are used to develop teachers. As student data is collected and

analyzed, the data is used to identify specific areas in which teachers can benefit from additional professional development opportunities. Assessment data will indicate areas where improvement is needed in instructional methods, practices and necessary interventions, thereby allowing for laser-focused professional development, including site-based modeling and coaching. Frequent walk throughs by the administration combined with specific feedback provides an effective strategy for change and improvement by fostering a process of communication between the instructional leaders and the teacher to increase the focus on student achievement. The process provides a powerful strategy for increasing student achievement; a strategy for classroom visits that focuses on teaching and learning; methodology for analyzing the classroom for feedback purposes, and the use of reflective conversation for providing feedback. Faculty members are encouraged to participate in District sponsored professional development and to share best practices. The school also organizes and provides staff development throughout the school year.

Retaining highly qualified teachers is achieved by empowering teachers to be professionals and providing a work environment where collaboration is encouraged. Incentives such as competitive salaries and health benefits are provided to all full time employees.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

New teachers are paired with master teachers who have years of expertise in teaching the language program or the grade level. New teachers and mentors meet on a daily basis to discuss classroom management, best practices, the pacing guide, and instructional materials. The rationale for the pairings included variables such as grade level taught or subject matter. For example, a new kindergarten teacher was paired with an experienced teacher or a new Portuguese teacher was paired with another expert Portuguese teacher. Planned activities include peer observations, lesson planning, and attending professional development seminars.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Our school has provided numerous professional development sessions focused on reading, writing, math, science and content areas. English-language teachers, special area teachers, and foreign language teachers have all participated in analyzing the Florida State Standards as well as vertical planning. Teachers at each grade level have common planning time. Use of the district's pacing guides, state standards, and research based materials are evidenced in the minutes of each grade's level meetings. Classroom visitations, monitoring lesson plans and ensuring that Florida's standards are implemented across the curriculum are done when the administration periodically reviews the teachers' lesson plans. Lesson plans document the specific objectives and benchmarks the student should master as a result of the lesson/ unit.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Downtown Doral Charter Elementary uses data to differentiate the instruction and meet the needs of the students. Within the RtI structure, resources are aligned in direct proportion to student needs and are depicted into a three-tier model that uses increasingly more intense instruction. Data is collected

informally through teacher made or professionally made tests. i-Ready and the students' previous SAT-10 scores are also used for data analysis. On-going data analysis then determines placement in one of three categories:

• Tier 1: Core, Universal Instruction & Supports: Provides core instruction for all students and includes differentiated large group instruction and small group skill-based enrichment or remediation. Instruction and differentiation are guided by diagnostic and progress monitoring data gathered at least three times per year and through ongoing teacher assessments.

• Tier 2: Targeted, Supplemental Interventions & Supports provides small group intervention for students who are either identified through assessment data as at risk for not meeting grade level standards (K-3) or students who have demonstrated below proficient achievement based on the SAT-10. Tier 2 intervention is provided in addition to the core differentiated instruction. Progress monitoring will occur approximately every 20 instructional days.

• Tier 3: Intensive, Individualized Interventions & Supports. Provides intensive support to students who are not progressing towards meeting grade level standards, even with targeted, supplemental Tier 2 interventions. The fidelity and effectiveness of the individualized interventions must be monitored weekly.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 4,680

Downtown Doral Charter Elementary students are offered student support services though pull-out and push-in strategies throughout the school day. Students benefitting from enrichment are encouraged to take part in rigorous and complex skill based academic opportunities. In addition to the core curriculum courses, students have an extended day and receive two and half hours instruction in the Foreign Language (Spanish or Portuguese) in grades second and third. In kindergarten and first grade, students receive one and a half hours of instruction in the Foreign Language.

Strategy Rationale

Student performance is increased by meeting students' individual learning needs via enrichment for high performing students or intervention for struggling students. The extended school day results in additional opportunities and exposure to a rich and intensive Language Arts curriculum.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Acevedo-Isenberg, Jeannette, jacevedo-isenberg@ddces.org

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Individual student results are used to identify students in need of additional support and those who will benefit from enrichment opportunities. Students are divided into support groups according to their individual needs.

Student Transition and Readiness

PreK-12 Transition
The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

Teachers participate in vertical alignment discussions throughout the school year to ensure academic expectations and transitions throughout the school. Incoming kindergarten students and parents are offered an orientation and tour to assist in the transition to the elementary school program. Throughout the summer, books are chosen to promote discussion for transition into the next school year.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

N/A

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

N/A

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

N/A

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](), as required by section 1008.37(4), Florida Statutes

N/A

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection
Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads
Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.
The following documents were submitted as evidence for this section:
  ·

Problem Identification Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

1 = Problem Solving Step   🔍 S123456 = Quick Key

Strategic Goals Summary

G1.   To increase student achievement by improving core instruction in all content areas.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. To increase student achievement by improving core instruction in all content areas. 1a

🔍 G070896

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	
AMO Reading - All Students	

Resources Available to Support the Goal 2

- Student and teacher laptops, computer labs, experienced teachers.

Targeted Barriers to Achieving the Goal 3

- Teachers lack confidence in implementing school wide curricular programs.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal   **B = Barrier**   **S** = Strategy

1 = Problem Solving Step   🔑 S123456 = Quick Key

G1. To increase student achievement by improving core instruction in all content areas. 1

🔑 G070896

G1.B4 Teachers lack confidence in implementing school wide curricular programs. 2

🔑 B184821

G1.B4.S1 Ongoing professional development will keep the teachers up-to-date on new research on how children learn, effectively implementing the technology tools available in the school, and the use of best practices with the curriculum resources. 4

🔑 S196248

Strategy Rationale

Professional development that is ongoing, collaborative, and connected to the curriculum will support students achievement.

Action Step 1 5

Sharing of best practices in the delivery of the foreign language curriculum.

Person Responsible

Adriane Silva

Schedule

Monthly, from 10/21/2015 to 5/4/2016

Evidence of Completion

Meeting agendas, sign in sheets, Lesson Plans

Action Step 2 `5`

Teachers will incorporate writing into the all subject areas.

Person Responsible

Joyce Aguila

Schedule

Daily, from 10/21/2015 to 6/3/2016

Evidence of Completion

Lesson Plans, classroom visitations, writing journals

Action Step 3 `5`

Specific and targeted professional development in the Anaya Spanish curriculum.

Person Responsible

Jeannette Acevedo-Isenberg

Schedule

On 1/20/2016

Evidence of Completion

Sign in sheets, agendas

Action Step 4 `5`

Data chat and strategic intervention planning on I-Ready data.

Person Responsible

Joyce Aguila

Schedule

On 2/19/2016

Evidence of Completion

Sign in sheets, agendas, and data documentation

Action Step 5 `5`

Reading and writing staff development on FSA standards and the Reading Wonders program.

Person Responsible

Joyce Aguila

Schedule

On 3/25/2016

Evidence of Completion

Sign in sheets, agendas, and lesson plan documentation.

Plan to Monitor Fidelity of Implementation of G1.B4.S1 `6`

Fidelity of implementation will be monitored through feedback provided by the principal, lead teacher, and teachers to ensure all needs are being met. Participate in the professional development, observing for active participation and engagement from all participants.

Person Responsible

Jeannette Acevedo-Isenberg

Schedule

Weekly, from 10/21/2015 to 5/6/2016

Evidence of Completion

Classroom visitation logs, Teacher observations, Administrative feedback, Implementation plan

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 `7`

Effective implementation will be monitored by conducting walkthroughs during classroom instruction with a focus on

Person Responsible

Jeannette Acevedo-Isenberg

Schedule

Weekly, from 9/14/2015 to 5/27/2016

Evidence of Completion

Classroom visitation logs, teacher observations, administrative feedback

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B4.S1.A1	Sharing of best practices in the delivery of the foreign language curriculum.	Silva, Adriane	10/21/2015	Meeting agendas, sign in sheets, Lesson Plans	5/4/2016 monthly
G1.B4.S1.A2	Teachers will incorporate writing into the all subject areas.	Aguila, Joyce	10/21/2015	Lesson Plans, classroom visitations, writing journals	6/3/2016 daily
G1.B4.S1.A3	Specific and targeted professional development in the Anaya Spanish curriculum.	Acevedo-Isenberg, Jeannette	11/18/2015	Sign in sheets, agendas	1/20/2016 one-time
G1.B4.S1.A4	Data chat and strategic intervention planning on I-Ready data.	Aguila, Joyce	1/18/2016	Sign in sheets, agendas, and data documentation	2/19/2016 one-time
G1.B4.S1.A5	Reading and writing staff development on FSA standards and the Reading Wonders program.	Aguila, Joyce	1/25/2016	Sign in sheets, agendas, and lesson plan documentation.	3/25/2016 one-time
G1.B4.S1.MA1	Effective implementation will be monitored by conducting walkthroughs during classroom instruction with a focus on	Acevedo-Isenberg, Jeannette	9/14/2015	Classroom visitation logs, teacher observations, administrative feedback	5/27/2016 weekly
G1.B4.S1.MA1	Fidelity of implementation will be monitored through feedback provided by the principal, lead teacher, and teachers to ensure all needs are being met. Participate in the professional development, observing for active participation and engagement from all participants.	Acevedo-Isenberg, Jeannette	10/21/2015	Classroom visitation logs, Teacher observations, Administrative feedback, Implementation plan	5/6/2016 weekly

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. To increase student achievement by improving core instruction in all content areas.

G1.B4 Teachers lack confidence in implementing school wide curricular programs.

G1.B4.S1 Ongoing professional development will keep the teachers up-to-date on new research on how children learn, effectively implementing the technology tools available in the school, and the use of best practices with the curriculum resources.

PD Opportunity 1

Sharing of best practices in the delivery of the foreign language curriculum.

Facilitator

Joyce Aguila

Participants

All teachers

Schedule

Monthly, from 10/21/2015 to 5/4/2016

PD Opportunity 2

Specific and targeted professional development in the Anaya Spanish curriculum.

Facilitator

Anaya Staff

Participants

All Spanish teachers

Schedule

On 1/20/2016

PD Opportunity 3

Data chat and strategic intervention planning on I-Ready data.

Facilitator

I-Ready Trainer

Participants

Kindergarten through third grade teachers and Intervention teachers

Schedule

On 2/19/2016

PD Opportunity 4

Reading and writing staff development on FSA standards and the Reading Wonders program.

Facilitator

Reading Wonders Staff Development

Participants

Teachers in Kindergarten through third grade

Schedule

On 3/25/2016

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget

Budget Data

1	G1.B4.S1.A1	Sharing of best practices in the delivery of the foreign language curriculum.				$0.00
2	G1.B4.S1.A2	Teachers will incorporate writing into the all subject areas.				$0.00
3	G1.B4.S1.A3	Specific and targeted professional development in the Anaya Spanish curriculum.				$0.00
4	G1.B4.S1.A4	Data chat and strategic intervention planning on I-Ready data.				$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	6400		3002 - Downtown Doral Charter Elementary School			$500.00
5	G1.B4.S1.A5	Reading and writing staff development on FSA standards and the Reading Wonders program.				$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	6400		3002 - Downtown Doral Charter Elementary School	General Fund		$500.00
					Total:	$1,000.00